

# Special Educational Needs Policy

## The Birchwood Federation



<b>Approved by:</b>	Brian Main (Chair of Governors) Tracey Bowman (Executive Headteacher)	<b>Date:</b> January 2019
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<b>Last reviewed on:</b>	January 2019
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<b>Next review due by:</b>	January 2020
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**“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.**

(NASEN Mission statement)

## **1. Introduction**

- a. This policy outlines the nature and management of Special Educational Needs at The Birchwood Federation.
- b. It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body.
- c. The implementation of this policy is the responsibility of the Head Teacher, SENCO and all teaching and classroom support staff.
- d. The SENCO, Carrie Page, has the National Award for Special Educational Needs Coordination (NASENCO – Northampton University) and is a member of the Senior Leadership Team.
- e. This policy complies with the statutory requirement laid out in the SEND Code of Practise 0-25 (September 2014) and has been written with reference to the following guidance and documents;
  - Equality Act 2010: advice for schools DfE Feb 2013
  - SEND Code of Practise 0-25 (September 2014)
  - Schools SEN information Report Regulations (2014)

## **2. Objectives**

- a. The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs.
- b. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- c. To provide support and advice for all staff working with special educational needs pupils
- d. The school seeks to develop an inclusive curriculum by –
  - ✓ Ensuring that every teacher is a teacher of every child or young person including those with a special educational need
  - ✓ Setting suitable learning challenges for all pupils
  - ✓ Raising the aspirations of, and expectations for, all pupils with SEN
  - ✓ Responding to pupils’ diverse learning needs
  - ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils
  - ✓ Applying nurture principles within a safe secure environment throughout the school, ensuring that all children have the opportunity to access a mainstream curriculum
  - ✓ Providing suitable learning environments with the opportunity for appropriate levels of intervention
  - ✓ Carefully and regularly reviewing the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- e. Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community
- f. "Children have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them" DfES Code of Practice 2014. The Code of Practice gives a more detailed definition of SEN, and identifies that many pupils during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, mental and/or speech and language areas. The school will identify the needs of the pupil by considering the needs of the whole child which will not just include the special educational needs of the child.
- g. Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 1995 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.
- h. Other factors which may impact upon progress and attainment are considered before it is decided that a child has special educational needs. These include;
  - ✓ Disability
  - ✓ Attendance and punctuality
  - ✓ Health and welfare
  - ✓ English as an Additional Language
  - ✓ Being in receipt of Pupil Premium
  - ✓ Being a Looked After Child
  - ✓ Being a child of a Serviceman/woman
- i. Our policy aims to meet these difficulties by;
  - ✓ Identifying pupils with SEN quickly and accurately
  - ✓ Involving pupils in their own target setting and review processes
  - ✓ Enabling all staff to meet identified pupil needs
  - ✓ Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles
  - ✓ Working closely with parents and outside agencies; involving both parties in reviews and the planning of support in order to meet an individuals needs
  - ✓ Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom
- j. Reference is made to the Special Educational Needs Code of Practice (2014) and the SEN Toolkit for all SEN procedures and action taken in school. Guidance is also provided by the LEA's SEN Handbook.

### **3. The School's Provision for Special Educational Needs – A Graduated Approach**

- a. The Special Educational Needs Co-ordinator (SENCO) is Carrie Page.
- b. The SENCO will attend training courses in order to be continually up-skilled in supporting those children with special educational needs.
- c. The SENCO will ensure the provision of relevant courses for both non-teaching and teaching staff in order to ensure the successful and effective support of those children with special educational needs – every teacher to be a teacher of SEN.

- d. The SENCO is responsible for;
- ✓ Writing and reviewing the SEN policy
  - ✓ Writing and implementing the SEN Improvement Plan
  - ✓ Developing and maintaining links with parents of those children on the Special Educational Needs register
  - ✓ Offering parents the opportunities to attend workshops and access relevant information relating directly to their child's educational needs
  - ✓ Overseeing the day to day implementation of the SEN policy and resources
  - ✓ Engaging outside agencies to support children with SEN (STT / EP / CAMHS / WTT / SESS / SALT / OT)
  - ✓ Ensuring that the school follows the necessary steps in placing on, reviewing and removing any child from the SEN register through the graduated response. ASSESS – PLAN – DO – REVIEW cycle.
  - ✓ Ensuring that ALL staff understand their level of responsibility within the ASSESS – PLAN – DO – REVIEW cycle.
  - ✓ Ensuring that the young person themselves is a part of the ASSESS – PLAN – DO – REVIEW cycle through involvement when target setting and review.
  - ✓ Ensuring that parents are part of the ASSESS – PLAN – DO – REVIEW cycle by holding regular review meetings (three times per year per child)
  - ✓ Ensuring that parents can make appointments directly with the SENCO to discuss their child's progress (either made directly with the SENCO herself or through the main reception)
  - ✓ Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
  - ✓ Maintaining the SEN register
  - ✓ Maintaining all SEN records, including the blue individual pupil files. Ensuring that all original documents are kept in a lockable central store and that class teachers have copies of relevant documents which will inform the graduated response to individuals' special educational needs.
  - ✓ Ensuring that parents have copies of reports produced by outside agencies
  - ✓ Co-ordinating provision for pupils with SEN
  - ✓ Setting up and monitoring in-class support and withdrawal programmes
  - ✓ Teaching and assessing individuals and groups of pupils
  - ✓ Liaising with colleagues in writing Learning Profiles
  - ✓ Monitoring and reviewing Learning Profiles and EHC targets
  - ✓ Compiling and maintaining the schools provision mapping
  - ✓ Organising and attending annual reviews of statements
  - ✓ Liaising with parents, outside agencies and other schools
  - ✓ Supporting the assessment of SEN children
  - ✓ Moderating the assessment of SEN children,
  - ✓ Administering submissions for special arrangements for statutory testing
  - ✓ Supporting the transition of those pupils with SEN from FSU to KS1 and KS1 to KS2
  - ✓ Maintaining and updating the School Offer
  - ✓ Maintaining and updating the information submitted to the Lincolnshire FSD
  - ✓ Maintaining and updating the SEN section of the school website
  - ✓ Managing and contributing to professional development of colleagues in areas of SEN support
  - ✓ Advising on all aspects of differentiation, teaching and learning styles and resourcing

- ✓ Advising the Head Teacher and all staff on pertinent SEN issues
  - ✓ Liaising regularly with the Governing Body
  - ✓ Supporting planning and assessment for intervention groups
  - ✓ Monitoring and supporting the performance of those children with Special Educational Needs who are also classed as a Looked After Child
  - ✓ Regularly attending LA's SENCO network meetings in order to keep up to date with local and national updates
- e. Class teachers are responsible for;
- The progress and development of all pupils within their class, including those with special educational needs, including where pupils access support from teaching assistants or specialist staff.
  - High quality teaching, differentiated for individual pupils, which is the first step in responding to pupils who have or who may have SEN.
  - ✓ Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCO for advice and support using the SEN escalation grids for guidance (also part of the monitoring role of subject leaders)
  - ✓ Differentiating activities for all pupils, including more or less able children
  - ✓ Writing and/or contributing to Learning Profiles and implementing targets in class
  - ✓ Monitoring individual progress
  - ✓ Sharing Learning Profile targets with the children
  - ✓ Sharing Learning Profile targets with relevant adults within the classroom
  - ✓ Reviewing progress against Learning Profile targets (at least three times per year)
  - ✓ Providing the SENCO with up to date information regarding intervention and provision
  - ✓ Managing teaching assistants in their classrooms on a day to day basis
  - ✓ Meeting with parents and outside agencies when appropriate
  - ✓ Assessing the progress of SEN children
  - ✓ Directing teaching assistants to effectively support those children with SEN
  - ✓ Supporting and assessing the performance of those children with Special Educational Needs who are also classed as a Looked After Child
- f. Teaching assistants will support the teacher and pupil by;
- ✓ Supporting an individual or group of pupils' access to and progress in the curriculum
  - ✓ Implementing activities designed to achieve targets on Learning profiles
  - ✓ Encouraging and promoting pupil independence
  - ✓ Liaising with teachers and the SENCO, giving feedback and suggesting development
  - ✓ Working with individual or groups of pupils
  - ✓ Carrying out specific booster teaching programmes
  - ✓ Supporting the assessment of SEN children
  - ✓ Helping to prepare resources and adapting materials
  - ✓ Attending planning and review meetings as appropriate
- g. The Governing Body will ensure that;
- ✓ The SEN policy is implemented fully
  - ✓ A summary of the SEN policy is included in the annual parent/ governor report
  - ✓ The success of the SEN policy is reported annually
  - ✓ A governor with responsibility for SEN is appointed.

- ✓ Pupils are taught in mixed ability classes in groups of up to 30 children. Early action is encouraged for pupils who need further consolidation or support prior to placement on the SEN 'register'.
- k. Pupils on the SEN register may receive extra support from a teaching assistant, in a group or as an individual. If an individual pupil receives enhanced adult support through EHC provision, there may be occasions when that child is helped through group support as part of his/her learning programme.
- l. Where a pupil's needs require more than the normal differentiation planned and delivered in class, a Learning Profile will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.
- m. Learning Profiles work from a positive starting point of what the pupil is able to do, and will have 'SMART' targets (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) aimed at small, achievable steps built into it to ensure success.
- n. Arrangements are made for pupils with SEN taking statutory tests. These include a reader, extra time and help with recording, in line with government assessment policy.
- o. The Boxall Profile is used to identify those children who are causing concern with regards to development, behaviour and high level of emotional need as well as those who are in need of nurture and those who are at high risk of exclusion.
- p. Those children with Special Educational Needs who are also a Looked After Child will have learning related targets incorporated into their individual EPEP, Learning Profile targets will also be discussed and reviewed at Learning Profile reviews.
- q. Those children with Special Educational Needs who are also a Looked After Child must be raised and, take priority, at planning meetings with outside agencies (STT / EP / WTT / SALT).
- r. When children leave the school, all SEN records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO to ensure continuity of support, inviting to them to individual reviews and multi-agency meetings. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.
- s. Once pupils have been identified as having SEN, the staged process as set out in the Code of Practice (2014) is put in place.
- t. The SEN register is updated each term by the SENCO, after discussion with class teachers, and distributed to the Headteacher, all teachers and teaching assistants.

#### **4. Identification and Assessment**

- a. Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer liaison arrangements will be made with the appropriate agencies.
- b. The blue SEN pupil files include the LEA's "Gold SENR sheets", which record all action, (including tests and meetings), undertaken for a child from his/her point of entry on the SEN register.
- c. Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. A letter is sent out confirming this action. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets. A Gold Form (SENR) is put in place.

- d. Any child identified with special educational needs are recognised under the category 'SEN Support' and are monitored carefully and differentiated learning and Learning Profiles are put in place. Support at this stage involves parents, the SENCO, relevant teachers and Teaching Assistants as well as the possibility of support from Outside Agencies.
- e. Learning Profiles are reviewed in accordance with the SEN Code of Practice (2014) with the pupils, their teachers, teaching assistants and parents, following the graduated response, the ASSESS – PLAN – DO – REVIEW cycle.
- f. Outside agencies are involved in providing further advice and support as appropriate to the pupil's' needs. These may include;
- STT Specialised Teaching Team
  - EP
  - Speech and Language Therapy Service
  - Working Together Team
  - Sensory Education Support Services
  - Social Services/ Child Protection
  - School Medical Service
  - Child and Adolescent Mental health Service
  - Family GPs
  - Working Together Team
  - Social Communication Team
  - Dyslexic Outreach
  - Physiotherapy Service
  - Occupational Therapy
  - Educational Welfare Officer
  - School Nursing Team
  - ESCO
  - Grief and Loss
- g. If a child is recommended for statutory assessment as a result of a review meeting, the SENCO completes the Education Health and Care Plan (EHC) request paperwork and submits it to SEN services, Lincoln. If a decision is made to instigate an EHC assessment, the above support in school continues, and a Multi-Disciplinary Assessment (MDA) takes place in line with current legislation.
- h. A pupil with an EHC receives a higher level of support, with outside agency and parental involvement as before.
- i. Pupils are to be involved in the process of identifying targets, devising support and reviewing progress. Pupils with statements are invited to attend their annual reviews
- j. Triggers for SEN concerns may include;
- ✓ Lack of progress in acquiring literacy or maths skills
  - ✓ Marked high ability in maths, literacy or reasoning  
(to be recognised by the schools Gifted and Talented criteria – See Gifted and Talented Policy)
  - ✓ Poor short term memory
  - ✓ Difficulties with following instructions, or sequencing events or tasks
  - ✓ Poor listening and attention skills
  - ✓ Short concentration and high level of distractibility

- ✓ Poor gross or fine motor control
  - ✓ Clumsiness/lack of co-ordination
  - ✓ Visual or hearing problems
  - ✓ Speech and language difficulties
  - ✓ Communication problems
  - ✓ Emotional difficulties
  - ✓ Social difficulties
  - ✓ Mental Health difficulties
  - ✓ Delayed physical development
  - ✓ Low self esteem
  - ✓ Attention seeking behaviour
  - ✓ Aggression
  - ✓ Withdrawn or isolated behaviour/Over-anxiety
  - ✓ Lethargy
  - ✓ Neglected appearance
  - ✓ Toileting problems
  - ✓ Obsessive behaviour/nervous tics/habits
  - ✓ Attendance problems
  - ✓ Child protection issues / Family problems – family break ups, bereavement
- k. Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).
- l. Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. In line with current recommendations, the school has drawn up an Access Plan, which contains short and long term targets to ensure full provision for all pupils, regardless of SEN and/or disability.
- m. The SENCO will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.
- n. Regular updates on SEN are given to the Staff and Governing Body.
- o. Discussions on concerns about SEN pupils are regularly on the agendas for teaching assistants' and lunchtime supervisors' meetings.
- p. Boxall Profiles are completed and reviewed termly where appropriate

## **5. Gifted and Talented**

### **Rationale**

Our school aims state that we:

- stimulate and develop pupils to develop skills and abilities in all areas intellectually, emotionally and socially;
- Challenge, engage and enable pupils to reach their full potential through challenging teaching and learning.
- Maximise inclusion of educational opportunity in an environment where all pupils are enabled to reach their full potential.

### **Aims**



This policy intends to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils

In order to achieve these aims, all children will have opportunities to develop specific skills or talents.

### **Definitions**

There are many definitions of 'Gifted and Talented'. 'Excellence in Cities' (EiC) guidance suggests:

- '**Gifted**' Learners are those who have abilities on one or more subjects in the statutory curriculum other than art and design, music and PE;
- '**Talented**' Learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

Please note that each school is recognised to have at least 10% of the pupils identified as 'Gifted or Talented'. However, it is important to recognise that this figure is a minimum. Gifted and talented learners may have similar characteristics but may also be:

- High achievers in one area;
- Good all-rounders;
- Of high ability but have poor writing skills.

We must also take into account that gifted and talented pupils do not always show their ability and therefore hide their potential.

### **Identification**

Within The Birchwood Federation, gifted and talented pupils are identified by making a judgement based on an analysis of various sources;

- Teacher nomination (based on classroom observation, discussions with pupils and learning scrutiny);
- Predicted test results;
- Key stage level analysis;
- Parental nomination;

This information is collated by the Gifted and Talented Co-ordinator. In addition to this, the Leading Gifted and Talented teacher will also share responsibility for identification and provision. This information is regularly reviewed and updated and is available to **all** staff.

### **Provision**

Important and effective strategies include:

- Effective management of pupil groupings and recognition of the challenges needed.
- Challenging and clear differentiated activities that take children's needs into account.
- The development of independent learning to allow pupils to organise their own learning. By doing this, pupils will therefore have the opportunity to carry out the tasks unaided, evaluate their learning and become self-critical.
- Opportunities for gifted and talented pupils of similar ability to work collaboratively.
- Additional opportunities for higher level teaching to take place
- The provision of enrichment/extension activities and tasks.

### **Out of Classroom Activities**

The following are offered on a regular basis to all pupils. However, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days.
- School clubs.
- Musical activities.
- Art, design and creative activities.
- Sporting activities.

### **G&T co-ordinator**

- Ensuring that the policy is implemented and embedded.
- Monitor progress is made.
- Ensure that professional development programme includes relevant aspects of gifted and talented provision.
- Leads training and development in teaching and learning of gifted and talented learners.
- Acts as an advocate for gifted and talented in the school and community.
- Monitors data to evaluate the progress of individual gifted and talented learners.
- Leads, manages and identifies gifted and talented opportunities beyond the classroom.

## **6. Review**

The issue date of the Special Educational Needs Policy is **January 2019**. The head teacher and teaching staff will review this policy in **January 2020**. Any amendments will be presented to the Governing Body for approval.

## **APPENDIX**

EHC	Education Health and Care plan
EP	Educational Psychology
ESCO	Early Support Care Coordination
CAMHS	Child and Adolescent Mental Health Services
MDA	Multi – Disciplinary Assessment
NASEN	National Association of Special Educational Needs
OT	Occupational Therapy
PIVATS	Performance Indicators for Value Added Target Setting
SALT	Speech and Language Therapy Services
SENCO	Special Educational Needs Coordinator

SEND Code of Practise	Special Educational Needs and Disability Code of Practise (Sept 2014)
SESS	Sensory Education Support Services
STT	Specialised Teaching Team (formerly LSS)
WTT	Working Together Team (formerly Autism Outreach)